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ABSTRACT

Based on statistics for the fall of 1974, minority students at the university form a percentage of the total student body that is three times the national average at undergraduate and preprofessional levels of education, and twice that at the graduate level. The university has the highest minority enrollment percentage among major state universities. During 1975-76, UNM awarded $10,000,000 in student financial aid to minorities, allocated $4,600,000 for minority-emphasis recruitment-retention programs, and spent over $140,000 on three ethnic student centers. However, the minority enrollment does not match the percentage of minorities in the state's population. (MSE)

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ETHNIC MINORITIES

at

THE UNIVERSITY OF NEW MEXICO

A Presidential Progress Report
May 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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HE008918

This report deals solely with ethnic minorities at UNM; a similar report relating to women and UNM will be released separately.

In a stroll around the University of New Mexico campus, it is readily apparent from the architecture and the setting that the Southwestern culture reflecting the Spanish and Indian heritages has had a profound impact. Likewise, in watching the twenty thousand students streaming to and from classes, noting the brown skins which reflect both abundant sunshine and ethnic heritage, one senses the deep impact of the multicultural nature of our people.

This is as it should be. New Mexico, of all the states, stands out as one where the minorities collectively almost outnumber the majority. But it has not been until recent years that the predominant ethnic groups in New Mexico, the Hispanos and Native Americans, have been represented in any substantial numbers on the college campuses. This is changing and considerable progress can be measured over the past decade, even the past five years.

Today, the University of New Mexico stands as number one in the nation of major state universities as the leader on all levels, including undergraduate, graduate, and professional programs, in percentage of minority student participation.

While much has been done, and is being done, much also remains to be done. With no sacrifice in standards or quality of education for all students, we need to work together to build a total system of education in which students from ethnic minorities will in no way be educationally disadvantaged and will appropriately be represented on all rungs of the educational ladder. It is appropriate, too, that the University of New Mexico faculty and staff should include representation at a level well above the national rate for qualified university faculty members. With adequate support from the people and their representatives in the state, by imaginative action and working together, we can build here a world-wide model of what a first-class multicultural institution of higher education can be.

New Mexico has always had a proud multicultural heritage. We must build on that sense of pride and create an atmosphere that proclaims to all that the University of New Mexico is committed to being *the* great multicultural university in the country—one where students of all colors of skin and cultural backgrounds know that they are welcomed and wanted.

We seek to develop a reputation that bids welcome to those who want to enter and are willing to prepare themselves for the university experience. We also seek to maintain and develop a reputation that speaks for the high quality of those graduates who go forth to represent us in New Mexico and the world at large. We need to demonstrate that success and high standards need not be sacrificed one for the other, but can move into the future of this university and state walking hand in hand.

To all of our students, faculty, and friends, I end with the Navajo expression, "*Hoshshogó neek a doolee.*" May you walk in beauty.

William E. Davis

WILLIAM E. DAVIS
President
The University of New Mexico

One of the significant and exciting developments in American higher education has been the broadening of educational opportunity to include students from every socio-economic level and from all ethnic backgrounds. For many years advanced education was largely the preserve of the well-to-do and its traditions and mechanisms reflected, almost exclusively, the majority culture. With the adoption of the GI Bill of Rights after World War II, all that began to change. College doors were opened, via financial support, to millions of veterans who otherwise might not have been able to go to college and who, moreover, probably never would have considered going.

Since the post-World War II days, more and more financial aid has been made available to students. Through the efforts of minority groups themselves as well as educators, legislators, government officials and private organizations, educational opportunity has been widened to include the total spectrum of society and levels of educational aspiration in America have been heightened. For these reasons, today virtually anyone who is qualified and wants to go to college may do so.

THE UNM LEADERSHIP ROLE

The University of New Mexico, as the state's largest and most comprehensive university, has taken a strong position of leadership in New Mexico in providing and expanding educational opportunities for minority students. By almost any measure, the University of New Mexico is at the forefront of all major state and land grant universities in this important endeavor. These words are not intended to be self-congratulatory; New Mexico has large minority populations, notably Hispanic and Indian, and these should be reflected in the student body. On the other hand, it should be noted that a number of other states also have large minority populations whose numbers are less adequately reflected in the enrollment statistics of their major universities.

For example, the University of Texas at Austin, the major state university in Texas, has an enrollment of 39,048 students of whom only 2,613, or 6.69 per cent, are Hispanic. The two major institutions in the University of California system are UCLA and

California at Berkeley. UCLA this year has 29,055 domestic students. Of that total, 1,890—6.5 per cent—are of domestic Hispanic origin. At Berkeley, there are even fewer Hispanic students, 977 out of a total enrollment of 28,343 for an Hispanic percentage of 3.5. By comparison, the University of New Mexico has 4,684 Hispanic students, approximately 22 per cent of the student body. The University of New Mexico enrollment of Hispanic students on one campus almost equals the total number of Hispanic students enrolled on the University of California, Berkeley, UCLA and University of Texas at Austin campuses combined.

THE NATIONAL PICTURE

What the record shows, based on latest available national (48-state)* statistics which are for the fall of 1974, is this:

Minority students at the University of New Mexico reflect a percentage of the total student body that is three times the national average at undergraduate and professional levels of education and more than twice the national average at the graduate level. It breaks down this way: minorities make up 22.63 per cent of UNM undergraduates—the national average is 7.11 per cent; UNM's population of minority graduate students is 15.69 per cent of the graduate enrollment—the national average is 7.22 per cent; minorities represent 23.09 per cent of UNM's professional students—the national average is 8.15 per cent.

In terms of undergraduates as a per cent of enrollment, the University of California ranks next to UNM, with 15.52 per cent—almost seven percentage points less, a significant difference. On the graduate level, the University of South Dakota, owing to a special graduate program for Indian students, is a close second to UNM, with a 15.68 percentage. And, among professional school enrollments, Rutgers is second to UNM, but more than five percentage points behind, again, a significant difference.

While UNM is number one among all major state universities in minorities as a percentage of enrollment, the state as a whole—that is, all of the institutions of higher education in New Mexico—ranks second in percentage of minorities enrolled among total student population in all but one category. In that category—graduate-level education—New Mexico ranks fifth nationally. This is a significant

*Hawaii and Alaska did not report in the U.S. HEW 1974 survey.

set of statistics. It says that UNM, as the major state university, is well ahead of comparable institutions in other states in service to minorities, but that smaller institutions in other states absorb a greater percentage of the total minority student population than is the case in New Mexico.

Turning from references to minorities in general terms to specific ethnic groups, the picture is somewhat mixed. The two minorities with significant populations in New Mexico are, of course, Hispanic and Indian. The 1974 HEW national survey shows these results:

Among major state universities, the University of New Mexico has far and away the highest percentage of Hispanic students among its undergraduate, graduate and professional students. However, UNM ranks first in percentage of Indian enrollment only at the professional student level. In the undergraduate division, UNM ranks fifth in Indian enrollment behind the Universities of Oregon, Montana, Oklahoma and North Dakota. For Indian graduate student enrollments, UNM is seventh nationally and it is seventh for enrollment of Indians at all levels.

It is important, however, to note that the difference between the first-place state university in Indian enrollment and seventh-place UNM is only six-tenths of a percentage point. The University of Montana's percentage of Indian enrollees at all levels is 2.92. At UNM the same figure is 2.32 per cent.

For Hispanic enrollees, on the other hand, the University of New Mexico in the fall of 1974 showed a 17.58 per cent total. The closest to that percentage was the University of Texas with a 5 per cent Hispanic enrollment. The University of Colorado's Hispanic percentage was 4.90; Arizona, 4.12; California, 3.78.

At all levels of student enrollment—undergraduate, graduate and professional—UNM showed a percentage of Hispanic enrollment three times or more that of major universities in Western and Southwestern states with high proportions of Hispanic residents.

Examination of UNM's record of Hispanic and Indian student enrollment in comparison with the 48-state (1974) national average shows a spectacular difference.

Undergraduates
Hispanic
UNM 18.34%; Nat'l Avg 1.66%
Indian
UNM 2.34%; Nat'l Avg 0.55%

Professional
Hispanic
UNM 17.15%; Nat'l Avg 2.05%
Indian
UNM 3.74%; Nat'l Avg 0.45%

Graduate Students
Hispanic
UNM 11.10%; Nat'l Avg 1.49%
Indian
UNM 1.50%; Nat'l Avg 0.47%

All Levels Combined
Hispanic
UNM 17.58%; Nat'l Avg 1.66%
Indian
UNM 2.32%; Nat'l Avg 0.53%

While there are no more recent national data, there are 1974-76 three-year comparative figures for UNM that are encouraging.

In 1974, UNM's full-time enrollment of undergraduate Indian students was 2.34 per cent of the entire undergraduate enrollment. Last fall it was 3.28 per cent. For blacks, the figure in 1974 was 1.33 per cent. Last fall it was 1.92 per cent. In 1974, UNM's full-time undergraduate Hispanic enrollment totaled 18.34 per cent of the undergraduate body, last year (fall, 1976) it was 23.81 per cent. In 1974, 22.63 per cent of UNM's undergraduate student body was made up of minority students; last year that same category was 29.63 per cent.

The UNM full-time graduate minority population rose from 15.69 per cent in 1974 to 16.17 per cent in 1976 and professional enrollments rose from the 1974 level of 23.09 per cent to 28.24 per cent.

In the fall of 1974, minorities made up 21.97 per cent of the University's entire full-time student body. Last fall 28.31 per cent of all full-time students were minorities. During the two-year period there was a dramatic increase in both Hispanic and Indian students. On an overall basis, the per cent of minorities on campus increased by 28.85 per cent.

RECRUITMENT RETENTION PROGRAMS

It is obvious that there is a higher percentage of minorities among New Mexico's population than there is in other states. Nevertheless, history tells us that just because they are there does not mean that minority students will be well represented in colleges and universities. In fact, for years just the opposite was true. A variety of social, economic, cultural and educational factors militated against enrollment of minority students in colleges and universities in numbers at all significant in relationship to their percentage of the surrounding general population. Widespread recognition of the problems and a determination for change were outgrowths of the civil rights movement of the 1960s.

The University of New Mexico exists to serve the citizens of New Mexico and then the region, the nation and the world. Recognizing that nearly half of New Mexico's citizens are minorities, the University has developed strong, positive programs to help attract, support and retain minority students.

One practical measure of commitment is money. During 1975-76, the latest year for which accurate figures are available, UNM awarded a total of $10,000,000 in grants, scholarships, loans and

work-study arrangements to students. Of that amount, 45 per cent or $4,500,000 went to minority students who represented approximately 25 per cent of the student body. That means that minority students received nearly half of the financial aid distributed at UNM while representing only about a quarter of the total enrollment.

During the same year, 1975-76, UNM allocated another $4,600,000 to minority-emphasis recruitment-retention programs and put more than $140,000 into three ethnic student centers.

While completely accurate figures for the current academic year (1976-77) are not available, the University is continuing its effort and on a larger dollar scale. The UNM Office of Financial Aids estimates that it will have distributed some $12,000,000 this year with, once again, at least 45 per cent going to minority students. Similarly, the program emphasis continues and the funding grows.

The breadth and scope of UNM's special minority-emphasis programs is illustrated in the (1975-76) listing of them:

Basic Science Enrichment Program School of Medicine (SOM)	$ 89,408
Biomedical Science Advancement (SOM)	293,279
Nurses Training Improvement College of Nursing (CON)	72,705
Health Professions Special Project Training Program, College of Pharmacy (COP)	40,297
Bilingual Education Fellowship College of Education (COE)	180,000
Cultural Awareness Center (COE)	390,000
Cultural Awareness Center Trilingual Institute (COE)	549,880
Ramah Navajo High School Teacher Education (COE)	18,048
National Education Task Force de la Raza (COE)	258,125
Navajo Administrator Training Program (COE)	160,904
Navajo Teacher Education (COE)	126,957
Navajo Reading Study Teacher Training (COE)	57,941
Navajo Reading Study—Revised Navajo-English—English-Navajo Dictionary (COE)	78,000

Navajo Reading Study—Model for Analysis and Evaluation (COE)	6,500
On-site Pueblo Teacher Education (COE)	130,000
Southwest Bilingual Education Resource Center (COE)	470,000
Teacher Training Multilingual-Multicultural Two-year College Fellowship (COE)	33,750
Teacher Training Multilingual-Multicultural Current and Prospective Teachers (COE)	65,806
Diverse Communities (COE)	74,000
Cooperative Education Program, College of Engineering (COEn)	20,000
Hispanic Engineering Program (COEn)	25,000
NAPCOE Native American Program in Engineering (COEn)	330,000
PREFACE Pre-freshman and Cooperative Education (COEn)	29,000
UNITE Uninitiated Introduction to Engineering (COEn)	15,000
National Aeronautics and Space Administration Scholarship (COEn)	5,000
National Fund for Minority Engineering (COEn)	$10,000
College Enrichment Program, Institute for Applied Research Services (IARS)	180,000
Special Services for Disadvantaged Students (IARS)	84,000
Special Scholarship Program in Law for American Indians, School of Law	800,000
American Indian Law Center (Law)	54,271

EFFORTS OFF MAIN CAMPUS

The University of New Mexico's commitment of service to minority populations has not been limited to the main campus at Albuquerque. The University has founded two branch colleges, offering two-year programs including some vocational-type courses,

and two graduate centers. In order to make access to higher education as convenient as possible, both branches are headquartered in areas where minorities are predominant in the surrounding communities—Gallup and Santa Cruz.* In McKinley County, of which Gallup is the county seat, minorities, mostly Indian, comprise 82 per cent of the population. The inhabitants of Rio Arriba County, in which Santa Cruz is located, are 93 per cent minority, predominantly Hispanic. (The Northern Branch, which has offered classes in a number of northern New Mexico communities in addition to Santa Cruz, is being merged this year with the New Mexico Technical-Vocational School to provide the north-central New Mexico area with a comprehensive two-year academic-vocational post-secondary institution. UNM is cooperating closely in the development of the new school to help insure a smooth transition of its former branch into the new structure.)

The Gallup Branch has established satellite centers on the Navajo Reservation to bring higher education as close as possible to the homes of Indian students.

Well over half of the students at the Gallup Branch are minorities. The record this year there shows 388 Indians, 78 Hispanic students, 10 blacks, and 304 whites. At the Northern Branch, where there are 903 students this year, 394 are Hispanic, 31 Indian.

The University's graduate centers are located in Los Alamos and Santa Fe. The percentage of minorities is low at Los Alamos, but in Santa Fe, 26.5 per cent of the students this year are Hispanic, 3.5 per cent Indian.

It is obvious that if the branch and graduate center minority enrollment statistics were included with those of the main campus at Albuquerque, the overall UNM position with regard to minorities as a percentage of total enrollment would be strengthened considerably.

SOME OF THE PROBLEMS

While the University of New Mexico's record is uniquely outstanding in the nation, the argument can still be made: "Yes, but the enrollment of minorities still does not match the percentage of minorities in the state's population." On the surface, that would

*Minority population statistics on branch campuses not included in previously quoted UNM undergraduate figures.

seem to be a fair criticism. But is it? Examination of all of the factors involved indicates that building minority enrollment is not a simple matter.

First, there is money. Even with the availability of many types of student financial aid, it has been found that minority students and their families are hesitant to make full use of it, especially of loans.

Second, there is competition. Every college and university in the nation is seeking to expand its numbers of minority students. Academically qualified minority students can pick and choose among colleges, many of which can offer more attractive financial aid packages than can UNM because they have more money.

Third, historically a lower percentage of minorities graduating from high schools goes to college than students from the majority culture. The reason often is financial, but frequently it is cultural, based on familial patterns and values.

Fourth, vocational education historically has been the route followed by a large number of minority students, either as the quickest route to a decent job or as the result of counseling in high school. In recent years, this has been accentuated by an increase in popularity of vocational education among high school graduates, regardless of ethnicity.

Fifth, an educational system may be likened to a pipeline; for graduates at whatever level—high school, baccalaureate or graduate degree—to come out one end, there must be students entering the other end of the system. In the case of education there is a time lag involved while historically underrepresented segments of society make the necessary social, economic and educational adjustments. To carry the analogy further, a pipeline cannot deliver oil until the wells are drilled and the field it serves achieves certain levels of production. In education, especially at the advanced levels, the system still is in the field-building stage.

1976-77 ENTERING CLASS

Minorities in New Mexico make up about 49 per cent of the state's population, according to the 1970 census. Last year's (1976) New Mexico high school graduating class included 48.9 per cent minority students, about the same as the minority representation in the state's population. Of all the minority high school graduates, 39 per cent were Hispanic, 7.8 per cent Indian, and 2 per cent black. That represented the primary pool from which New Mexico colleges and universities could draw minority students.

The University of New Mexico last fall (1976) enrolled 2,832 freshmen including 1,038—or 37 per cent—who identified themselves as members of minority groups. No data are available on numbers of New Mexico minority high school graduates who enrolled in college both in New Mexico and elsewhere last fall. But, considering that the past pattern among minority groups is that a lower percentage of high school graduates goes to college than is the case for non-minorities, the 37 per cent minority representation in UNM's freshman class is a very strong showing. It would seem to indicate that the pattern of the past is being broken.

The University always accepts more freshmen than finally are registered. Many go to other colleges or decide to abandon or defer college plans. It is interesting to note that last fall a higher percentage of minority students elected to enroll at UNM than were reflected among the entire group who were accepted. The data show that 35 per cent of those accepted were minorities; 37 per cent of those who actually registered were minorities. That is encouraging. It also is gratifying to observe that 91 per cent of all UNM minority freshman students last fall came from New Mexico homes.

With continued emphasis on student recruitment, it is indeed possible that within a few years, beginning classes at UNM will reflect even more closely the percentages of minorities in the state's population.

RETENTION EFFORTS

Once a student—any student—is in college, however, there is no certainty that he/she will complete a degree program. The record shows that a high percentage of UNM students, majority and minority alike, drops out before graduation. Better advisement and academic counseling and tutorial programs can help build retention rate. The University is in its second year of a more highly developed system of advisement and counseling. Its effectiveness cannot yet be measured, but indications—in terms of increased numbers of returning students—are hopeful. The minority students who have been participants in special recruitment-retention programs have charted a most impressive record of completing college programs. These measures, coupled with improved high school preparation—a basic goal to which UNM has committed complete support—should show good results soon.

THE GRADUATE LEVEL

What happens to students in college, obviously, is vital to the enrollment of graduate students. Students with bachelor's degrees comprise the reservoir from which graduate students are drawn. The number of minorities who can be enrolled in graduate school is directly dependent upon the number of minority bachelor's degree holders.

Although 16 per cent of the total population of the nation is minority, less than six per cent of all students enrolled in master's and doctoral programs were minorities in 1974—the year for which the most recent national data are available.

The number of graduate students enrolled at UNM in 1974 was well above that. It was, in fact very nearly representative of the 16 per cent national minority population.

As with undergraduates, it is the University's responsibility to educate New Mexico residents first at the graduate level. More than 80 per cent of UNM's graduate students are classified as New Mexico residents. The New Mexico pool of college graduates is the largest base upon which UNM's graduate enrollment is built.

During 1975-76, New Mexico institutions of higher education, including UNM, graduated baccalaureate classes with a total minority population of 25 per cent. Twenty-one per cent of the graduates were Hispanic; 2.2 per cent Indian; and 1.8 per cent black.

The University of New Mexico in the fall of 1976 enrolled 3,348 graduate students, of whom 626—or 18.7 per cent—were minorities. The ethnic division is 14.6 per cent Hispanic; 2.1 per cent Indian, 1.2 per cent black; and 0.7 per cent Oriental. Only 1,410 of these students were classified as full-time. Among the full-time students, 16.2 per cent were minorities, distributed as follows: Hispanic 12.2 per cent; Indian 1.7 per cent; black 1.4 per cent; and Oriental 0.9 per cent.

While a discrepancy certainly exists between the percentages for minority bachelor's degree recipients, particularly the Spanish-surnamed, and the percentages of the various minorities enrolled in the Graduate School, it is obvious that by no means every bachelor's graduate applies to Graduate School.

Any effort to raise appreciably the percentage of minority enrollment in the Graduate School must be directed primarily at increasing undergraduate minority enrollments. Since minority bachelor's degree recipients, particularly in such fields as engineering and education, are able to command relatively attractive

salaries in industry, it is perhaps surprising that the figures for minority Graduate School enrollment are as high as they are.

One UNM engineering department, for example, actively is seeking minority graduate applicants and stands ready to provide financial aid, yet can find few (and at times no) qualified students who do not prefer to accept full-time job offers from industry.

On the other hand, certain UNM colleges and individual graduate units have plainly outstanding records. The College of Education with 24.2 per cent minority enrollment and the Division of Public Administration with 27.6 per cent are examples. Eight of the 22 departments in the College of Arts and Sciences have minority enrollments greater than 10 per cent. In general, UNM departments with low minority enrollments are those having low minority baccalaureate percentages nationally, evidently reflecting a low level of participation, currently, in the disciplines in question on the part of minorities.

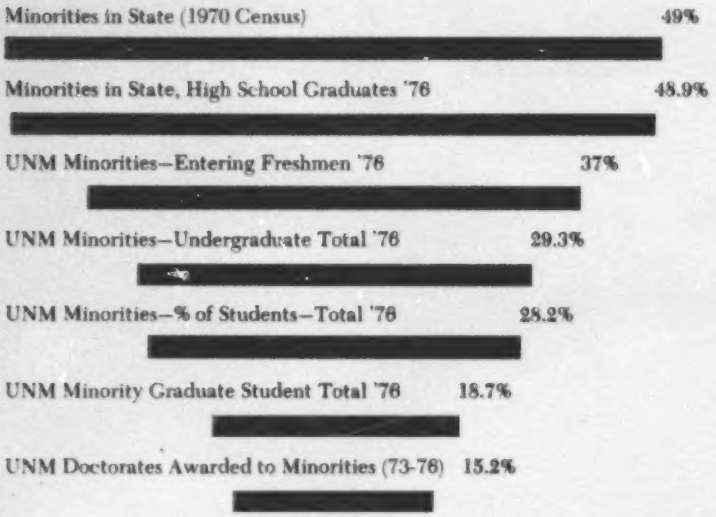
Concrete efforts are being made to improve the level of minority enrollment in the Graduate School, especially in those fields where the current figures reflect very low minority enrollment.

AID FOR GRADUATE STUDENTS

One of the attractions in graduate programs is the subsidization of students through graduate assistantships, teaching assistantships, or other forms of financial aid. Of all UNM students in graduate programs in the fall of 1976, 857 received financial aid—or 23.2 per cent of the total. Of these, 122 were minority students, or 14.2 per cent of all graduate students receiving financial aid. The 14.2 per cent minority students receiving aid is two percentage points below their representation of 16.2 per cent of all full-time graduate students. Even a slight increase in their number would bring this figure into balance. The 14.2 per cent does represent a considerable improvement over the 10.7 per cent figure of the preceding year, 1975. And the fact that 20.3 per cent of all minority graduate students are receiving aid this year also represents a sizable increase over the 16.8 per cent figure of 1975. These are significant gains in a one-year period.

(One possible reason for the somewhat lower percentage of support for minority graduate students is that a very large percentage of graduate and teaching assistantships are assigned to the sciences and mathematics, fields which over the years have attracted few minority students both at UNM and nationally.)

The following bar graph illustrates available New Mexico minority populations from which students may be drawn at various levels of higher education.


Minorities in State (1970 Census) 49%
Minorities in State, High School Graduates '76 48.9%
UNM Minorities—Entering Freshmen '76 37%
UNM Minorities—Undergraduate Total '76 29.3%
UNM Minorities—% of Students—Total '76 28.2%
UNM Minority Graduate Student Total '76 18.7%
UNM Doctorates Awarded to Minorities (73-76) 15.2%

DOCTORAL DEGREES

The relationship of degree production to enrollment is important. The University of New Mexico in 1975, with a 16 per cent minority enrollment in Graduate School, awarded Ph.D. and Ed.D. degrees to a group of candidates including 11.1 per cent minorities. Given the time differential among students in doctoral programs —some complete them in three years, others may take five to eight years—the percentage of doctoral degrees awarded each year to minorities may vary. But the UNM record is more than double the national output and bears a reasonable relationship to graduate enrollment. Not every student who enters a doctoral program completes it. Numerous "ABD's" (all but dissertation) attest to this.

(The University of New Mexico's Graduate School production of minority doctorates over the four years from 1973-76 is even more impressive than the 1975 figure. The four-year total shows 311 doctorates of which 49, or 15.2 per cent, were earned by members

of minority groups distributed in this manner: 10.2 per cent Hispanic, 4.1 per cent black and 0.9 per cent Indian.)

PROFESSIONAL SCHOOL'S RECORDS

On the professional level, the Schools of Law and Medicine at UNM have exemplary records of graduating minority students. During the period of 1974 through 1976, the School of Law awarded 306 degrees of which 59, or 19.3 per cent, went to members of minority groups. For the same years, the medical school conferred 173 degrees, 30 of them to minorities for a minority total of 17.3 per cent. In each case, the largest minority group to receive degrees was Hispanic—13.4 per cent of the law graduates and 15.6 per cent of the medical graduates.

The University of New Mexico is clearly the pace-setter in percentage of enrollment of minorities in professional schools among major state universities. The UNM percentages of minorities in professional schools lead all schools in the nation except those which are predominantly black.

The School of Law this year (1976-77) has a total enrollment that is 35 per cent minority—25.2 per cent Hispanic; 6.2 per cent Indian; 3 per cent black; and 0.1 per cent Oriental. In numbers, that includes 119 minorities in a student body of 337.

The fall, 1976, enrollment of the School of Medicine showed a total of 294 students, with 58—or 19.8 per cent—being minorities. Of the minorities, 16.3 per cent were Hispanic; 2 per cent Indian; 0.6 per cent black; and 0.6 per cent Oriental or Asiatic.

The medical school will enroll 73 students next fall (1977). Based on student acceptances to date, it appears that the 1977 entering class of medical students at UNM will contain between 27 and 28.7 per cent minority students. It should be noted that this level is in excess of the state's output of minority baccalaureate degree holders. This is especially significant since the natural sciences attract a lower percentage of minorities than do other fields such as social sciences and education.

In sum, the story of UNM and the minority student illuminated by this report is one of commitment, responsiveness, progress and hope. Clearly, the University of New Mexico has the best overall record of any major state or land grant university in the nation in terms of minority enrollment. Considering the population of minorities in the state, this is as it should be.

MORE TO BE DONE

But, as well as the University has done, there is more that can and should be done. Perhaps the greatest service UNM can give to minority students—as well as all others—is to help upgrade education in New Mexico at all levels. Better prepared high school graduates will be inclined to enter college in larger percentages, minority and majority alike. More emphasis needs to be given, and will be, to advisement, counseling, small classes for entering students and, where and when financially possible, tutoring services. Better retention rates will mean more minority graduates, thus enlarging the pool of minorities who can be expected to enter graduate and professional schools. Special emphasis is being placed on attracting minority students into fields which historically they have shunned, notably natural sciences and engineering. UNM's College of Engineering, in this regard, already has made great strides through its NAPCOE and Hispanic Engineering Programs.

Attitude—a positive attitude—is essential to the success of a program such as the development of minority potential in higher education. The UNM Department of Psychology is a case in point. Psychology is a field in which minority participation in the past has been low. However, the UNM department in recent years has conducted a vigorous search for qualified students, especially at the graduate level. As a result, the entering class of graduate psychology majors last fall included 45 per cent Hispanic and Indian students. Similar efforts by the department are being reflected in undergraduate majors and in faculty. One of the new faculty members hired to begin in the fall of 1977 is a clinical psychologist of Hispanic origin who did his undergraduate work at UNM and earned his Ph.D. from another university.

As the University's plans are implemented and move toward accomplishment, it seems inevitable that the percentage of minority students at UNM will rise, more and more accurately reflecting the general population pattern.

THE UNM FACULTY

As a state institution, UNM's first responsibility is to students from New Mexico. Therefore, institutional efforts in minority enrollment and retention focus on the state situation. Selection and appointment of faculty, on the other hand, has a national focus.

The basic credential for university teaching in most cases is the Ph.D., Ed.D. or other terminal degree such as the M.F.A. The market place is national, because all other universities are competing for the doctoral-level specialists in the various academic disciplines and professional fields. Even at the national level, Ph.D. and Ed.D. holders in some fields are relatively scarce. And, for faculty who are members of minority groups, the word scarce is an understatement. The national average of doctorates in all fields is 0.6 per cent Hispanic, 0.5 per cent Indian, and 3.5 per cent black, for a total of 4.6 per cent for all minorities. More than 2,500 institutions are vying for these people, often in competition with business, industry and federal and state governments.

This is the market place in which UNM must seek its faculty. Federal agencies involved with affirmative action regulation recognize that for most faculty in major comprehensive universities such as UNM the market is national and, in some specialties, the recruitment area must be international.

Given the small available pool of minority doctorate holders in all disciplines—4.6 per cent—the UNM record is quite good. This year's instructional staff includes 1,237 faculty, full- and part-time. Of that number, 100, or 8.08 per cent, are minorities. Among those, 70 are Hispanic, nine black, eight Indian and 13 Asian.

Many of the UNM departments are well above national availability pools. The Department of Modern and Classical Languages is one example. Its faculty contains 17.6 per cent minorities, almost three times the national availability. American Studies is another outstanding example, with 20 per cent minorities against a national availability of 2.9 per cent. Most departments in the College of Education are well over national availabilities.

It is true that national availability data do not reflect New Mexico's unique population makeup, but they do represent the relevant labor pool for faculty hiring according to both logic and governmental regulation.

A number of factors complicate the faculty hiring picture. For instance, when a department appoints a new faculty member, it seeks a person not only educated in the appropriate discipline, but in specific subspecialties. Thus, a university may have an opening for two history teachers—one a specialist in Asiatic and African history, another a specialist in contemporary Latin America. No matter how well qualified a person might be in American or European history, he/she would not be eligible for either post. This factor further emphasizes the need for a national scope in hiring.

While most academic departments at UNM are not out of line with regard to national availability of minority personnel, the University recognizes that more needs to be done. UNM needs to

continue to seek more minority representation in order to serve the New Mexico population better. The Regents and the President this year issued a directive to all hiring units stressing once again the need actively to recruit minority personnel. The evidence so far indicates that the departments have been responsive. Gains already have been reported in minority hiring for next year by the Departments of Psychology, Political Science and Civil Engineering, and other departments are in negotiation with minority candidates.

Competition is fierce for minority Ph.D. and Ed.D. faculty members. Many richer schools can and do offer much more salary than UNM and the University loses minority faculty candidates to them. Not only that, but minority faculty members at UNM often find themselves in the position of being offered considerably more money at another institution. The problem of building a minority faculty population is not only one of hiring but also of retention.

As UNM's record and reputation in service to minorities grow, more minority faculty members should be attracted to New Mexico, making it somewhat easier to employ and retain them with the resources available.

Given the cooperation of the people of the State of New Mexico and its government, there is no reason why the University of New Mexico cannot soon become a model of multicultural higher education. The ingredients are present in the state and the University. Cooperative, positive action by the University, state government and the large minority groups that live in New Mexico can complete the building of a university that will be an outstanding international example of multicultural development.

APPENDICES

APPENDIX A

ANALYSIS OF HIGHER EDUCATION MINORITY ENROLLMENTS SEMESTER I, 1974

All data in the tables below were taken from the HEW publication *Racial and Ethnic Enrollment Data from Institutions of Higher Education: Fall 1974.*

Data for individual schools were given only for full-time students at the undergraduate, graduate, and professional levels. For all institutions in each state (both public and private) data were given for all students, both full and part-time, for the same three levels. The tables below compare UNM with the state university in 47 of the other 49 states (Alaska and Hawaii did not report), and the state of New Mexico as a whole with those same 47 states.

TABLE I

FIVE HIGHEST STATE UNIVERSITIES ON PERCENT OF TOTAL FULL-TIME MINORITY ENROLLMENT

School	%	*School*	%
Undergraduates		**Graduates**	
UNM	22.63	UNM	15.69
U of California	15.52	U of South Dakota	15.68
U of Washington	13.23	Rutgers U (New Jersey)	13.44
Rutgers U (New Jersey)	13.08	U of Maryland	12.66
U of Maryland	11.35	U of Michigan	12.14
U.S. Average = 7.11		U.S. Average = 7.22	
Professional Students		**All Levels Combined**	
UNM	23.09	UNM	21.97
Rutgers U (New Jersey)	18.07	U of California	14.88
U of California	16.15	Rutgers (New Jersey)	13.49
U of Colorado	14.00	U of Washington	12.02
U of Illinois	12.41	U of Maryland	11.38
U.S. Average = 8.15		U.S. Average = 7.20	

In these comparisons UNM looks very good, having about three times the national percentage at the undergraduate and professional levels and over twice that at the graduate level. Our best showing is at the professional level, which includes the School of Law and the School of Medicine.

TABLE II

FIVE HIGHEST STATES ON PERCENT OF ALL MINORITY ENROLLMENTS IN ALL HIGHER EDUCATION INSTITUTIONS IN THE STATE

State	%	*State*	%
Undergraduates		**Graduates**	
Mississippi	28.40	Mississippi	24.23
New Mexico	27.59	Louisiana	20.51
Louisiana	23.16	Alabama	19.62
Alabama	22.27	Georgia	17.44
Texas	21.39	New Mexico	14.60
U.S. Average = 14.07		U.S. Average = 9.04	

TABLE II (continued)

Professional Students		All Levels Combined	
Virginia	27.75	Mississippi	27.62
New Mexico	22.80	New Mexico	25.88
California	13.72	Louisiana	22.31
Tennessee	13.27	Alabama	21.66
New Jersey	12.68	California	20.46
U.S. Average = 8.17		U.S. Average = 13.37	

In my opinion the comparison between Tables I and II is quite significant. At all levels, UNM ranks higher among the state universities than the state ranks among the other states. It is significant, I believe, that among the state universities other than UNM appearing in Table I, only two corresponding states, California and New Jersey, appear in Table II, and then only at one level. (The California percentages are based on the statewide university system.)

Table III emphasizes the statements made above. It shows how UNM and the State of New Mexico as a whole rank among 48 state universities and states on the percent of total minority enrollments.

TABLE III

RANK OF UNM AND NM ON MINORITY ENROLLMENTS BY LEVEL

Level	*UNM Rank*	*NM Rank*
Undergraduate	1	2
Graduate	1	5
Professional	1	2
All Levels	1	2

When we look at specific minority groups the picture is somewhat mixed. In New Mexico two minorities make up the bulk of minority representation—Native Americans and Spanish surnames. Table IV shows the leading state universities on percent of enrollment of Indian and Spanish full-time students.

TABLE IV

Indian		Spanish	
School	%	*School*	%
Undergraduates		Undergraduates	
U of Oregon	3.13	U of New Mexico	18.34
U of Montana	3.07	U of Texas	5.40
U of Oklahoma	2.59	U of Colorado	5.10
U of North Dakota	2.51	U of Arizona	3.42
UNM	2.34	U of California	3.73
U.S. Average = 0.55		U.S. Average = 1.66	

TABLE IV (Continued)

Indian		Spanish	
School	%	*School*	%
Graduates		**Graduates**	
U of South Dakota	10.10	UNM	11.10
U of Arkansas	2.94	U of California	3.23
U of Tennessee	2.46	U of Texas	3.06
U of Montana	2.10	U of Colorado	2.77
U of Oregon	2.05	U of Florida	2.50
U of Oklahoma	1.93	U of Arkansas	2.36
UNM	1.50	U of Arizona	2.34
U.S. Average = 0.47		U.S. Average = 1.49	
Professional Students		**Professional Students**	
UNM	3.74	UNM	17.15
U of Oklahoma	3.16	U of Colorado	6.51
U of Arkansas	2.74	U of California	5.13
U of Colorado	1.48	U of Texas	4.73
U of North Dakota	1.45	U of Arizona	4.57
U.S. Average = 0.45		U.S. Average = 2.05	
All Levels Combined		**All Levels Combined**	
U of Montana	2.92	UNM	17.58
U of Oregon	2.82	U of Texas	5.00
U of Oklahoma	2.56	U of Colorado	4.90
U of South Dakota	2.43	U of Arizona	4.12
U of Arkansas	2.40	U of California	3.78
U of North Dakota	2.38	Rutgers (New Jersey)	2.97
UNM	2.32	U of Utah	1.89
U.S. Average = 0.53		U.S. Average = 1.66	

Table V gives the same information as Table IV for total enrollment in all higher education institutions in each state.

TABLE V

Indian		Spanish	
State	%	*State*	%
Undergraduate		**Undergraduate**	
Oklahoma	3.96	New Mexico	21.17
New Mexico	3.49	Texas	11.42
Montana	3.43	Arizona	8.78
North Dakota	3.13	California	8.26
Arizona	2.48	Colorado	6.00
U.S. Average = 0.61		U.S. Average = 3.31	

TABLE V (Continued)

Indian		Spanish	
State	%	*State*	%
Graduates		**Graduates**	
South Dakota	3.79	New Mexico	10.96
Oklahoma	1.94	Texas	6.34
Nebraska	1.33	Arizona	3.88
New Mexico	1.05	California	3.00
Arizona	0.92	Colorado	2.61
U.S. Average = 0.33		U.S. Average = 1.50	
Professional Students		**Professional Students**	
Oklahoma	2.57	New Mexico	18.91
Arkansas	2.17	Arizona	7.37
New Mexico	2.13	California	4.22
North Dakota	1.44	Texas	4.21
Arizona	1.13	Colorado	3.57
U.S. Average = 0.33		U.S. Average 1.77	
All Levels Combined		**All Levels Combined**	
Oklahoma	3.71	UNM	19.85
Montana	3.20	Texas	10.72
UNM	3.16	Arizona	8.18
North Dakota	2.98	California	7.86
Arizona	2.24	Colorado	5.61
U.S. Average = 0.57		U.S. Average = 3.07	

In both Table IV and V the percent of Indians is disappointing, since New Mexico has the highest percent (7.16%) of Indians of any state in the United States.

Table VI compares the 1974 UNM data with the 1976 data to show what progress has been made.

TABLE VI

COMPARISON OF FULL-TIME MINORITY ENROLLMENTS
AT UNM IN 1974 and 1976, FALL SEMESTER

Year	*Indian*	*Black*	*Oriental*	*Spanish*	*Total*
			Undergraduates		
1974	2.34	1.33	0.61	18.34	22.63
1976	3.28	1.92	0.62	23.81	29.63
			Graduates		
1974	1.50	1.36	1.72	11.10	15.69
1976	1.70	1.42	0.85	12.20	16.17
			Professional		
1974	3.74	1.87	0.34	17.15	23.09
1976	3.55	1.60	0.89	22.20	28.24

TABLE VI (Continued)

Year	*Indian*	*Black*	*Oriental*	*Spanish*	*Total*
			All Levels		
1974	2.32	1.36	0.71	17.58	21.97
1976	3.14	1.86	0.65	22.66	28.31

There has been a dramatic increase in both Indian and Spanish enrollments except at the professional level for Indians. On an overall basis, the percent of minorities has increased by 28.85%.

MORRIS S. HENRICKSON, *Director*
Institutional Research
April 18, 1977

APPENDIX B

UNM FACULTY STATISTICS
April 22, 1977

The March 1977 computer print-out indicates the following:

Instructional Staff		1,237	
Female		322	26.03%
Minorities		100	8.08%
Spanish	M-53		
	F-17		
Asian	M-8		
	F-5		
Black	M-6		
	F-3		
Native American	M-5		
	F-3		

In addition, the Gallup Branch faculty includes 5 minority members.

The Northern Branch has 20 minority faculty members.

MINORITY REPRESENTATION–UNM ACADEMIC DEPARTMENTS
April 22, 1977

	Total	*Female*	*Minorities*	%	*National Availability*
ARTS AND SCIENCES					
Anthropology	26	6	2	7.7	4.3
Biology	30	1	3 (1-FN)	6.7	6.1
Chemistry	20	2	(1-FN)		8.0
Comm. Disorders	12	4			4.6
Economics	18	1	(1-FN)		5.3
English	41	15	3	7.3	2.9
Geography	7				3.9
Geology	15		1	6.7	4.8
Political Science	15	1	1	6.7	4.8
History	27	3	3 (1-FN)	7.4	3.1
Journalism	9	1	1	11.1	10.6
Linguistics	3	1			5.3
Mathematics	42	5	3 (1 FN)	4.8	5.8
Mod. & Class. Lang.	34	4	7 (1-FN)	17.6	6.9
Philosophy	12	2	2 (I-V)	8.3	2.6
Physics	19	1	(1-FN)		7.2
Psychology	19	2	0		2.8
Sociology	14	2	2	14.3	7.9
Speech Comm.	11	3	0		4.5
American Studies	5	1	1	20.0	2.9
BUS. & ADM. SCIENCES	41	1	2	4.9	2.7
COLLEGE OF EDUCATION					
Art Education	8	2	0		12.2
Educ. Adm.	7		2	28.8	8.7
Educ. Fdns.	17	9	5	29.4	8.3
Elem. Ed.	19	11	4 (I-V)	15.8	7.1
Guid. & Counseling	12	1	1	8.3	5.9

	Total	*Female*	*Minorities*	*%*	*National Availability*
Health, PE & Rec.	35	14	1	2.9	5.6
Home Econ.	12	5	2	16.7	12.9
Sec. Education	22	4	1	4.5	6.3
Spec. Education	24	13	1	4.2	7.5
COLLEGE OF ENGINEERING					
Chemical & Nuclear	15	0	2 (1-FN)	6.7	11.0
Civil	17	0	2	11.8	11.3
Comp. & Info.	7	1	0		4.4
Electrical	23	0	0		8.9
Mechanical	24	0	4 (1-FN) (1-V)	8.3	8.6
COLLEGE OF FINE ARTS					
Art	34	9	0		2.4
Music	28	7	3	10.7	4.4
Theatre Arts	16	7	0		4.5
SCHOOL OF LAW	29	4	4	13.8	2.5
SCHOOL OF NURSING	43	42	7	16.3	19.4
COLLEGE OF PHARMACY	26	5	1	3.8	7.5
DENTAL PROGRAMS	14	7	1	7.1	4.2
PUBLIC ADMINISTRATION	8	1	0		4.8
GENERAL LIBRARY	34	24	4	11.8	7.7
LAW LIBRARY	4	1	0		7.7
ARCHITECTURE & PLANNING	17	1	0		6.7
SCHOOL OF MEDICINE					
Anatomy	7	2	0		4.0
Biochemistry	10	1	3	30.0	8.5
Fam. & Comm. Med.	15	2	0		7.5
Medicine	27	0	1	3.7	7.5
Microbiology	8	1	2	25.0	8.5
Neurology	9	1	0		7.5
Ob/Gyn	7	0	0		7.5
Orthopaedics	6	0	1	16.7	7.5
Pathology	21	0	(1-FN)		12.0
Pediatrics	19	8	(1-FN)		7.5
Pharmacology	8	1	2 (1-FN)	12.5	7.4
Physiology	5	0	0		5.3
Psychiatry	24	1	(2-FN)		7.5
Radiology	19	1	1	5.3	7.5
Surgery	20	1	0		7.5
Health Sci. Library	4	2	0		

Percentages if Foreign National and visiting faculty are included in minority count:

Biology	10%	Pediatrics	5.3%
Chemistry	5%	Philosophy	16.7%
Economics	5.6%	Psychiatry	8.3%
Elem. Education	21.1%	Pharmacology	25.0%
History	11.1%		
Mathematics	7.1%		
Modern & Class.	20.6%		
Physics	5.3%		
Chem. & Nuc. Eng.	13.3%		
Mechanical Eng.	16.7%		
Pathology	4.8%		

APPENDIX C

THE UNIVERSITY OF NEW MEXICO

DATE: March 10, 1977

TO: INTERESTED ADMINISTRATORS

FROM: TESTING DIVISION

SUBJECT: STANDARD RELEASE FROM THE TESTING DIVISION IN RESPONSE TO A REGULAR REQUEST.

ETHNIC RETENTION OF 1975 FALL BEGINNING FRESHMEN*

	Fall, 1975		Fall, 1976	
	N	%	N	%
Afro-American	66	2	41	2
American Indian	89	3	42	3
Caucasian	1337	51	858	52
Mexican American	437	17	268	16
Oriental	16	1	11	1
Puerto Rican	97	4	57	3
Other	114	4	74	4
Prefer not to respond	287	11	175	11
Not Given	200	8	124	8
TOTAL FOR STUDY	2643		1650	
TOTAL ENROLLED	2857**			

*Based on UNM's participation in an ACT Retention Study of the Fall Semester Beginning Freshmen of 1975.

**Discrepency with the number for the study is caused by ACT policy of not including freshmen who took the ACT prior to cut-off date.

APPENDIX D

BEGINNING FRESHMEN–1976 FALL

	American Ind. or Alaskan Native	*Black*	*Asian or Pacific Islander*	*Hispanic*	*White*	*Total*
Admitted	140	84	21	996	2192	3433
Admitted but Cancelled	17	11	5	63	340	436
TOTAL ADMITTED	157	95	26	1059	2352	3469
% of Total Admitted	35% for all minorities combined				65%	
Refused	5	5	5	36	68	119
% of Total Refused	42% for all minorities combined				57%	
Registered	121	61	18	839	1793	2832
% of Total Admitted	37% for all minorities combined				46%	73%
% of Total Registered	37% for all minorities combined				63%	
Registered In-State	101	39	15	786	1417	2358
% of Total Registered	37% for all minorities combined				63%	
% of Total Beginning Freshmen Ethnic Groups	91% for all minorities combined				79%	
Registered Out-of-State	20	22	3	53	376	474
% of Total Registered	3% for all minorities combined				13%	
% of Total Beginning Freshmen Ethnic Group	9% for all minorities combined				21%	

APPENDIX E

ETHNIC BACKGROUND OF STUDENTS
BEF–FALL 1976

	White	Black	Hispano	American Indian	Asian	Nonres. Alien	No Response	Headcount Total	% Minorities
UNM	15,354	371	4,642	605	193	3		21,168	28%
NMSU	8,093	202	2,638	183	68			11,184	28%
NMHU	328	47	1,291	56	5	42	286	2,055	70%
WNMU	1,102	39	656	52	8	7		1,864	41%
ENMU	2,958	191	462	104	13	141		3,869	24%
TECH	882	13	111	4	4	64		1,078	18%
Gallup	304	10	78	368	3			733	60%
Northern	478		394	31	2			905	47%
Alamogordo	768	35	176	23	8			1,010	24%
Carlsbad	377	8	96	3	1			485	22%
Dona Ana	269	10	166	11	2			458	41%
Grants	177	2	146	53				378	53%
San Juan	680	2	85	153	6			926	27%
Clovis	618	64	110	1	7	3		803	23%
Roswell	622	26	222	10		5		885	30%
NMMI	373	29	47	2	16			467	20%
NMJC	880	53	99	7	1	14		1,054	17%
Total	34,263	1,102	11,419	1,666	337	279	286	49,352	30%

White, non-Hispanic—Having origins in any of the original peoples of Europe, North Africa, the Middle East or the Indian subcontinent.

Black, non-Hispanic—Having origins in any of the black racial groups.

Hispanic—Of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

American Indian or Alaskan Native—Having origins in any of the original peoples of North America.

Asian or Pacific Islander—Having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

Nonresident Alien—A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens, noncitizens who have been lawfully admitted for permanent residence (and who hold a "green card" Form I-151), are to be reported in the appropriate ethnic category along with the United States citizens.

No response.

APPENDIX F

THE UNIVERSITY OF NEW MEXICO
SCHOOL OF MEDICINE

DATE: April 14, 1977

TO: President William E. Davis

FROM: Dean Leonard M. Napolitano

SUBJECT:

The following includes a statistical analysis of medical students enrolled as of October 1, 1976. At that time there were 294 students enrolled, of which 210 were male (71.5%) and 84 (28.5%) were female. Of the 294 medical students, 236 or 80.2% were classified as Caucasians and 19.8% were classified as non Caucasians. Of the 19.8%, 48 (16.3%) were Hispanic, 6 (2%) were native American, 2 (.6%) were Black, 1 (.3%) was Oriental and 1 (.3%) was Indian.

With respect to the class entering medical school in the fall of 1977, 57 Caucasians were offered acceptances, 49 have accepted, 3 have yet to respond, and 5 have declined to accept admission elsewhere. Twenty-seven minorities were offered acceptances, 20 have accepted, one has yet to respond, and six have declined to accept admission elsewhere. Thus the entering class for 1977 will have a minority enrollment which may vary from 27% to 28.7%.

A final statistical analysis with respect to male/female majority and minority students awaits final completion of the 73 students in the class. If I can provide any additional information, please let me know.

LMN:co

APPENDIX G

1/31/77

ETHNIC DISTRIBUTION OF ENTERING FRESHMEN AT NEW MEXICO UNIVERSITIES COMPARED TO THAT OF NEW MEXICO HIGH SCHOOL GRADUATES[1]

	High School Graduates[2]		Entering Freshmen						
	New Mexico High Schools	Albuq. Public High Schools	UNM Fall 1976	NMSU Fall 1975	NMHU[3] Fall 1976	WNMU Fall 1976	ENMU[3] Fall 1976	NMIMT Fall 1976	State Total
Spanish	39.1%	39%	30.5%	29.1%	74.5%	42.6%	15.8%	10.9%	31.7%
Indian	7.8%	2%	4.6%	2.7%	3.6%	3.9%	4.8%	.8%	3.9%
Black	2.0%	3%	2.1%	1.1%	2.9%	3.7%	5.9%	1.3%	2.6%
Other	51.1%	56%	62.8%	67.1%	19.0%	49.8%	73.5%	87.0%	61.8%
Total Resp.	**12,689**		**2952**	**1,746**	**584**	**596**	**1,160**	**238**	**7,276**

[1]Note that the 1975-76 11th graders and the 1976 entering freshmen are not strictly comparable.

[2]Source: NM State Dept. of Education. 11th graders used as estimate of high school graduates. 1975-76. Estimates based on 79% respons

[3]Figures for NMHU and ENMU are for total freshmen instead of entering freshmen.

APPENDIX H

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

OFFICE OF THE PRESIDENT

April 16, 1976

TO: Vice Presidents, Deans and Department Chairmen

FROM: William E. Davis, President

SUBJECT: Affirmative Action and Employment Policy Pertaining to UNM Graduates

Earlier in this academic year, I made the following statement pertaining to Affirmative Action:

> As a university, we should be deeply committed to the concept of affirmative action just as we are committed to the concept of hiring the best person for each job. Nowhere in the affirmative action concept is there any suggestion or mandate that there be a lowering of quality. What it does mean is that for so long there was such inequality of opportunity for women and minorities that we must take aggressive and affirmative action, and in some cases make special opportunities and efforts to see that doors are open for all. It is particularly incumbent upon education, to show the way by dedication and example in our teaching, in our recruitment of students, in our influence on those who go out to teach, and in our selection of faculty and staff.
>
> If the concept of equal opportunity is to be a reality, we know it has to begin in kindergarten -- even before. It will require years of dedication to provide the training and education to make up the reservoir of trained talent and skills needed to achieve the balance that is so lacking today. We in higher education have a vital role in this task. As with so many things in our university, it can only be achieved by each of us being conscious of the mission and doing our respective part to fulfill it.

I would like to reaffirm this commitment. Specifically, in regard to Employment Policy as stipulated on page 56 of the Faculty Handbook, Paragraph 2, it states:

> As a general policy, no person who has received a degree from the University of New Mexico shall hereafter be employed as a regular member of the faculty in a position which may lead to permanent tenure unless subsequent to the last degree received at the University of New Mexico, he has taken at least one academic year of advanced work at another reputable institution or has established himself professionally elsewhere. Such work or professional experience must be in his teaching field.

> At the discretion of the Administration, an exception may be made to this general policy in the case of a person who has taken a master's degree, its equivalent, or pursued other substantial graduate work at another reputable institution, before receiving a more advanced degree at the University of New Mexico.

Recognizing that in graduate programs the University of New Mexico has one of the largest enrollments of people from Spanish-speaking or Indian minorities in the country, and that the University is still seeking to expand the numbers of qualified representatives of all ethnic minorities and women, to ignore the potential of our own minority graduates to make a positive contribution to our University seems a disservice to them and to the institution. Clearly, the present policy recognizes the need for such exceptions.

Therefore, in implementing the "discretion" of the Administration to grant exceptions under current policy, I intend, on a case-by-case basis and when the facts justify the action, to give encouragement to recommendations from departments and colleges for the hiring of qualified minority faculty and staff.

I would like to solicit your support and cooperation in actively seeking to increase the number of qualified minority faculty and staff in our University.

WED/eb

APPENDIX I

THE UNIVERSITY OF NEW MEXICO

DATE: March 17, 1977

TO: Deans and Department Chairpersons, and Other Administrators of Departments in the Provost Area

FROM: Chester C. Travelstead

SUBJECT: Hiring Minorities and Women in Faculty Positions

This memorandum is being sent to you to help implement President Davis' request of February 17, 1977, which is quoted below in full:

> The Regents, in their meeting of February 15, 1977, passed the following resolution:
>
> The Regents and administrative officials are dissatisfied with the current representation of minorities and women on the professional staff and faculty. Therefore it is directed that all persons responsible for hiring recommendations intensify efforts to aggressively recruit minorities and women--further that as of June, 1977, each department shall report to the Provost, President, and Board of Regents on the progress of the accomplishment of this mission.

Attached you will find a form which I ask that you complete and return to June Wooliver's office (1805 Roma) no later than May 14, 1977, reporting recruitment activities involving minorities and women, for both faculty and professional staff positions effective during the current semester or for 1977-78. This report can be compiled during the next few months from the departmental records which must be maintained of all applicants for faculty positions. Please add appropriate information on minorities and women applicants for the professional staff positions you may be filling in the next few months.

We realize that you will not necessarily know whether an applicant for a position is a member of a minority group unless he or she volunteers that information. Therefore, the listing of persons on the form attached will include women and represent your guess that others listed are members of a minority group. Please be sure to include all such persons who have had personal interviews, including "drop-ins." I wish to emphasize that the law says that this information regarding minority group status, or sex, age, or handicap of the applicant cannot be used against the individual in the hiring process.

Please complete one form for each position being filled in your department. If you have applicants who should be included on this list, but whose applications do not relate to a specific position, please list them on a separate sheet. For additional copies of the form or for copies of our current EEO and Affirmative Action policy for faculty, please contact the Faculty Contracts Office, Ext. 5741.

(over)

Thank you for your cooperation in completing this report to the President and the Regents. I know that you will make every effort to seek out and hire qualified women and minority representatives.

CCT/bm

cc: Regents
President William Davis
Ms. June Wooliver
Mr. Phillip Alarid
Interim Vice President
Leonard Napolitano

THE UNIVERSITY OF NEW MEXICO
Office of the Provost

REPORT ON EFFORTS TO RECRUIT MINORITY GROUP PEOPLE AND WOMEN FOR FACULTY & PROFESSIONAL STAFF POSITIONS

Department_____ Position_____

NAME (List women and minorities only)	ADDRESS	ACTION TAKEN	OFFER MADE (If any)	FINAL ACTION

Total Number of All Applicants for this Position_____ Report Submitted By:

_____ _____

Name of Person Hired Signature Date

EXPLANATION OF THIS FORM:

Action Taken-- Contacted by phone, interviewed on campus, etc.

Offer Made (if any)-- Show rank or title, and salary

Final Action-- Hired effective _____

Reasons for not hiring, e.g.:

Rejected offer for higher salary of $_____;

Departmental faculty declined to offer position (state reasons);

Candidate had accepted another offer;

Candidate not qualified because_____.

It is the policy of the University of New Mexico that no person shall, on the ground of race, color, religious belief, sex, age, marital status, or national or ethnic origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the University.